

VI. PREVENTION/ TEACHING STRATEGIES

<i>Activity</i>	<i>Standards Addressed</i>
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Grades K-3

- .Learn to Swim (Swimming Program Information Distribution)
- Never go in the water without a lifeguard nearby and a buddy
- Know the rules at the pool or the beach
- If someone is in trouble, call 911 or call and wave for help
- The lifeguard is your friend (you can go to the lifeguard at the pool or beach if you get lost or need help)
- Hazard identification for the pool and the beach-invite a pool or beach lifeguard to your classroom
 - Water Safety Coloring Book
 - Make a video of a beach or pool near your school, have your student identify potential hazards
 - Know the signs
 - SOAK (Survey, Observe, Assess, Know Your Limits)
 - Feet first, first time
 - Hazardous Marine Life
 - Jellyfish
 - Man-O-War
 - Weather Conditions
 - Currents
 - High Surf

Grades K-3

- Core Concept:
 - Injury and Violence (Water Safety)
 - Importance of adult supervision
 - Precautions when entering and being around the water
 - Personal floatation devices
 - Physical Activity
 - Strategies for protection from cold, heat and sun during activity
 - Unsafe settings (eg rough ocean) or weather conditions
 - Signs of physical limits
 - Mental and Emotional Health
 - When to get help, why to get help, who to ask for help
 - Personal and Consumer Health
 - Using sun screen
 - Wearing protective clothing
 - Community and Environmental Health
 - Preventing hazardous exposure (UV light)
- AI (Accessing Information)
 - Who can you ask for help (lifeguard, 911)
 - How can you tell who is the lifeguard (uniform, equipment, tower/ chair)
 - What do some of the signs at the beach mean(high surf, strong current, etc.).
 - How do you know that an object can be used as a personal floatation device?
 - Where can you get more information about skin cancer?
 - Where can you find more information about some marine hazards?
 - Where can you look to find out about weather conditions?
- INF(Internal/ External Influences)
 - Who are some of the people that might try to get you to go in the water without a lifeguard near by and a buddy (friends, images you see on TV/ movies, something interesting in the water that you see, etc.) Why would they want you to break the rules?
 - What are some reasons why you shouldn't go in the water without your parents (signs warning of dangers-rips, currents, big waves, etc.; you don't know the beach; you don't know what's in the water, etc.)
 - Why is a lifeguard a good person to ask for help?
 - What are some of things that might make you stay out in the sun longer than you should?
 - How do you know when you've had too much sun?
- D/G (Decision Making)
 - What is your decision going to be why? (the teacher can make scenarios and have the students role play)
- IC (Interpersonal Communication)
 - Can you say no nicely to your friends and others why you won't go in

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Waves <ul style="list-style-type: none"> ○ Know your equipment (body boards/ surfboards) ➤ Safe sun practices (Slip/Slap/Slop/ Slide/ Slither: Participants should SLIP on a hat, SLAP on a shirt, SLOP on some sunscreen, SLIDE on some sunglasses, SLITHER into the shade. Remind participants the importance of reapplication during the day and to drink lots of water) <ul style="list-style-type: none"> ○ Skin Cancer ○ Painful sunburns ○ SPF 	<ul style="list-style-type: none"> ➤ SM (Self Management) <ul style="list-style-type: none"> ○ Can you really not go in when there are so many temptations (peer pressure, toys, etc.) ➤ AV(Advocacy) <ul style="list-style-type: none"> ○ Have the students make poster, etc. of why you shouldn't go in the water; ask a lifeguard, who is a lifeguard
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Grades 4-6

- Learn to swim (swimming program information distribution)
- Never go in the water without a lifeguard nearby and a buddy
- Know the rules at the pool or the beach
- If someone is in trouble, call 911 or call and wave for help
- Hazard identification for the pool and the beach-invite a pool or beach lifeguard to your classroom
 - Make a video of a beach or pool near your school, have your student identify potential hazards
 - Water Safety Coloring Book
 - Know the signs
 - SOAK (Survey, Observe, Assess, Know Your Limits)
 - Feet first, first time
 - Hazardous Marine Life
 - Jellyfish
 - Man-O-War
 - Weather Conditions
 - Currents
 - High Surf
 - Waves
 - Know your equipment (body boards/ surfboards)
- Safe sun practices

Grades 4-6

- Core Concept:
 - Injury and Violence (Water Safety)
 - Importance of adult supervision
 - Buddy systems
 - Precautions when entering or being around water
 - Personal floatation devices
 - Physical Activity
 - Strategies for protection from cold, heat, and sun during activity
 - Unsafe setting (eg rough ocean) or weather conditions
 - Mental and Emotional Health
 - When to get help, why to get help, who to ask for help
 - Community and Environmental Health
 - Preventing hazardous exposures (UV light)
 - Resources for health information
- AI (Accessing Information)
 - UV Indexes (what are they, where do you find them)
 - What is skin cancer (American Cancer Society, American Red Cross)
 - What is a hazard
 - What do the warning signs posted at the pool or beach mean
 - When, why should you call 911
 - Where can you find more information about some marine hazards?
 - Where can you look to find out about weather conditions?
- INF (Internal/ External Influences)
 - What influences you do stay out in the sun (friends, activities, "safe conditions"- thinking its cloudy can stay out longer)
 - What influences you to ignore dangers or warning signs posted
 - Why is a lifeguard a good person to ask for help?
 - What are some of things that might make you stay out in the sun longer than you should?
 - How do you know when you've had too much sun?
- D/G (Decision Making/ Goal Setting)
 - What are the factors that should go into your decision of when and where to go in the water
 - What are the factors that should go into your decision of how long you should stay in the sun?
- IC (Interpersonal Communication)
 - Can you say no nicely to your friends and others why you won't go in the water or stay out in the sun longer
- SM (Self Management)
 - Can you really not go in when there are so many temptations (peer pressure, toys, etc.)
- AV(Advocacy)
 - Have the students make poster, etc. of why you shouldn't go in the water; ask a lifeguard,

<p>(Slip/Slap/Slop/ Slide/ Slither: Participants should SLIP on a hat, SLAP on a shirt, SLOP on some sunscreen, SLIDE on some sunglasses, SLITHER into the shade. Remind participants the importance of reapplication during the day and to drink lots of water)</p> <ul style="list-style-type: none"> ○ Skin Cancer ○ Painful sunburns ○ SPF <p>➤ Hidden Beauty, Hidden Danger video</p> <p>➤ Recommended Excursions:</p> <ul style="list-style-type: none"> ○ Hana`uma Bay Education Center ○ Beach Hazard identification exercise 	<p>who is a lifeguard, what are some of the hazards at the beach or pool, etc.</p>
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Grades 7-8

- (Slip/Slap/Slop/ Slide/ Slither: Participants should **SLIP** on a hat, **SLAP** on a shirt, **SLOP** on some sunscreen, **SLIDE** on some sunglasses, **SLITHER** into the shade. Remind participants the importance of reapplication during the day and to drink lots of water)

Grades 7-8

- Core Concepts: Injury and Violence (Water Safety)
 - Avoiding alcohol and other drugs
 - Rescuing self
 - Helping others
 - Precautions entering and being around water